

**Course and Instructor Evaluation Summary**
Department of Mathematics

Semko, Jeremy Sean
MATH 3C - Precalculus (B)
Fall Quarter 2014

Number of Students Enrolled: 139
Number of Evaluations Submitted: 62

1. Your class level is

48 (81.4%): freshman
2 (3.4%): sophomore
5 (8.5%): junior
4 (6.8%): senior
0 (0.0%): graduate
0 (0.0%): extension
3: [No Response]

2. Your reason for taking this class is

17 (29.8%): major
1 (1.8%): minor
34 (59.6%): gen. ed.
3 (5.3%): elective
2 (3.5%): interest
5: [No Response]

3. What grade do you expect in this class?

9 (15.8%): A
22 (38.6%): B
17 (29.8%): C
1 (1.8%): D
1 (1.8%): F
7 (12.3%): P
0 (0.0%): NP
5: [No Response]

INSTRUCTOR Jeremy Semko

4. Instructor displays a proficient command of the material.

19 (32.2%):	strongly agree
27 (45.8%):	agree
11 (18.6%):	neither agree nor disagree
1 (1.7%):	disagree
0 (0.0%):	strongly disagree
1 (1.7%):	not applicable
3:	[No Response]

5. Instructor is well prepared for classes.

21 (35.6%):	strongly agree
32 (54.2%):	agree
5 (8.5%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
1 (1.7%):	not applicable
3:	[No Response]

6. Instructor's speech is clear and audible.

8 (13.6%):	strongly agree
32 (54.2%):	agree
14 (23.7%):	neither agree nor disagree
4 (6.8%):	disagree
0 (0.0%):	strongly disagree
1 (1.7%):	not applicable
3:	[No Response]

7. Instructor explains the course material well.

10 (16.9%):	strongly agree
25 (42.4%):	agree
15 (25.4%):	neither agree nor disagree
8 (13.6%):	disagree
0 (0.0%):	strongly disagree
1 (1.7%):	not applicable
3:	[No Response]

8. Lectures hold your attention.

11 (18.6%):	strongly agree
22 (37.3%):	agree
17 (28.8%):	neither agree nor disagree
5 (8.5%):	disagree
3 (5.1%):	strongly disagree
1 (1.7%):	not applicable
3:	[No Response]

9. Instructor's lecture style facilitates note-taking.

27 (45.8%): strongly agree
24 (40.7%): agree
5 (8.5%): neither agree nor disagree
2 (3.4%): disagree
0 (0.0%): strongly disagree
1 (1.7%): not applicable
3: [No Response]

10. Instructor shows concern for students' learning.

21 (35.6%): strongly agree
27 (45.8%): agree
9 (15.3%): neither agree nor disagree
1 (1.7%): disagree
0 (0.0%): strongly disagree
1 (1.7%): not applicable
3: [No Response]

11. Instructor promotes appropriate questions/discussion.

16 (27.1%): strongly agree
27 (45.8%): agree
13 (22.0%): neither agree nor disagree
2 (3.4%): disagree
0 (0.0%): strongly disagree
1 (1.7%): not applicable
3: [No Response]

12. Instructor is accessible outside of class.

19 (32.2%): strongly agree
31 (52.5%): agree
8 (13.6%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (1.7%): not applicable
3: [No Response]

13. Instructor starts and finishes class on time.

31 (52.5%): strongly agree
23 (39.0%): agree
2 (3.4%): neither agree nor disagree
2 (3.4%): disagree
0 (0.0%): strongly disagree
1 (1.7%): not applicable
3: [No Response]

14. Instructor is effective in promoting academic integrity.

22 (37.3%): strongly agree
25 (42.4%): agree
10 (16.9%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
2 (3.4%): not applicable
3: [No Response]

COURSE MATERIAL MATH 3C

15. The course material is intellectually stimulating.

11 (18.6%): strongly agree
26 (44.1%): agree
11 (18.6%): neither agree nor disagree
7 (11.9%): disagree
2 (3.4%): strongly disagree
2 (3.4%): not applicable
3: [No Response]

16. Assignments promote learning.

16 (27.1%): strongly agree
34 (57.6%): agree
8 (13.6%): neither agree nor disagree
0 (0.0%): disagree
0 (0.0%): strongly disagree
1 (1.7%): not applicable
3: [No Response]

17. Required reading is useful.

10 (16.9%): strongly agree
24 (40.7%): agree
16 (27.1%): neither agree nor disagree
1 (1.7%): disagree
0 (0.0%): strongly disagree
8 (13.6%): not applicable
3: [No Response]

18. This course is difficult relative to others.

9 (15.8%): strongly agree
24 (42.1%): agree
16 (28.1%): neither agree nor disagree
6 (10.5%): disagree
1 (1.8%): strongly disagree
1 (1.8%): not applicable
5: [No Response]

19. Exams are representative of the course material.

20 (33.9%):	strongly agree
29 (49.2%):	agree
7 (11.9%):	neither agree nor disagree
2 (3.4%):	disagree
0 (0.0%):	strongly disagree
1 (1.7%):	not applicable
3:	[No Response]

GENERAL QUESTIONS

20. I learned a great deal from this course.

10 (17.9%):	strongly agree
23 (41.1%):	agree
15 (26.8%):	neither agree nor disagree
5 (8.9%):	disagree
2 (3.6%):	strongly disagree
1 (1.8%):	not applicable
6:	[No Response]

21. How many hours a week do you spend studying outside of class on average?

2 (3.4%):	0-1
15 (25.9%):	2-3
17 (29.3%):	4-5
15 (25.9%):	6-7
4 (6.9%):	8-9
5 (8.6%):	10-11
0 (0.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more
4:	[No Response]

22. How often do you attend this course?

5 (8.5%):	Very Rarely
7 (11.9%):	Some of the Time
47 (79.7%):	Most of the Time
3:	[No Response]

23. Do you recommend this course overall?

49 (83.1%):	Yes
10 (16.9%):	No
3:	[No Response]

24. Do you recommend this professor overall?

47 (79.7%):	Yes
12 (20.3%):	No
3:	[No Response]

PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Jeremy Semko:

- A very nice professor, although sometimes I find that his explanations of the material is slightly confusing and occasionally requires extra pondering or thinking in order to understand.
- Frequently stops to ask questions which is a big plus but has one speed, his own. If you're not ready to keep up don't take the class because you'll fail
- Good
- He goes at a fast pace but stops to see if anyone has any questions. He is very clear.
- He is a decent professor. His midterms tend to be harder than the coursework but overall he did a good job.
- He is a fun and supportive instructor to be around. I feel very confident when I go to his office hours.
- He is a good teacher. I can tell he wants his students to get the material. He gets it so he is not very good at explaining it.
- He is a great professor, he knows how to explain each section of the course. You could hear him perfectly and his handwriting is readable.
- he is getting comfortable teaching.
- He is very passionate about the material and makes sure to answer all students' potential questions. He is very fair with his grading and exams.
- He is well prepared for lectures but sometimes seems a little frazzled because he fits so much material into each lecture.
- He's a good teacher, I just think he needs to slow down in his lectures and explain more thoroughly.
- He's a nice guy. only problem is that he goes through the material very quickly. I'm a slow learner so it's difficult for me to keep up with his pace. If he'd slow down, I'd probably understand what he's writing on the board and ultimately do much better in his class.
- He's good. Sometimes his explanations are a little short, but I like him and enjoyed the lectures that I went to. I like the structure of the class too, the grading is very fair and representative of your understanding of precalculus.
- He's nice but he teaches very badly. He talks to the wall a lot, not to the students and he doesn't explain the material well.
- He's not bad. He could work on how he explains some things, like focusing on harder concepts and explaining why before he jumps into examples, but mostly he's just letting us know what's up.
- He's okay, the lectures are dull, but you learn the material. The way he writes on the board makes taking notes kind of messy sometimes. Sometimes he speaks very quietly.
- I good professor but sometimes the way the course was explained was difficult to understand.
- Instructor is soft spoken but really tries to make students understand the material.

- Is a very nice instructor that greatly understands the material and does what he can to help us understand the immense amount of material that he teaches us in 50 minutes of lecture.
- It seemed to me that his knowledge of math is so advanced that teaching such a remedial level of math became a bit challenging for him at times but he did make sure that we were able to keep up in lecture and was definitely open to any questions we had
- Jeremy Semko is a very well intentioned instructor who knows the material he teaches very well. Unlike other instructors, he is very approachable and it is easy to go up to him and ask questions. However, when he teaches, he's sometimes a little repetitive and goes through material very quickly. Though he does ask us about our understanding of the material, he tends to ask us way after teaching us about the concept so it makes it hard to ask about things we're confused about. Other than that, he is a very good and caring instructor who genuinely wants his students to understand and pass the class.
- Jeremy Semko is not so good at explaining. There are times where he basically does the work on the board and expects us to know what he is doing.
- Needs to improve on explanation.
- Needs to speak up a bit
- Nice, caring professor, who is willing to help students understand math with extra office hours and class explanations.
- Seems new, but good.
- Thank you for the great quarter!
- The instructor does a good job at presenting new concepts and shows interest in the learning of the students by addressing any concerns
- This instructor teaching style is a way that is effective for students and the professor comes prepared to answer any questions after and during lecture. I would recommend this instructor to others.
- Willing to help outside of the classroom.

26. Course MATH 3C:

- A class that I am taking simply as a prerequisite, thus not a course that particularly piques my interest.
- A class that is good for anyone who feels their math skills are weak.
- A great review course.
- Basic, and easy.
- Extremely helpful to take before MATH 10A especially if it is not your best subject.
- Good
- Great course if you want to refresh your memory before heading into calculus.
- I enjoy studying with my classmates in our study groups.

- I got a B+ in my high school precalculus course, but after taking this class, I am really struggling. I'm not sure if this is the way it's suppose to get taught, but a lot of the material I am either confused about or I have no idea on how to do it. This is why I took this class as Pass and No Pass.
- I mean, it's pre-calc so it's mostly a harder version of stuff I learned in high school. There are some things I find difficult but all the lectures on the schedule are really unnecessary. Really, three a week is fine. That's all we need.
- I was somewhat prepared for this class from my high school education.
- Im a Lit major for a reason, Math has always been a problem for me so this course was another headache for me but I would still recommend it for those with a Math background.
- Interesting
- It was ok... just like any other pre-cal class
- Lectures are relevant to the course material, but not too interesting.
- Math 3C is a good course for students who are not confident in their math skills-- specifically precalculus. This course covers many concepts and rules not covered in high school precalculus.
- Math 3C is a good course to review precalculus to those that forgot almost everything about precalculus. Or to those that never took precalculus and want to learn.
- Math 3C is difficult but basically mandatory. My friends tell me it is harder than Calc. I find that hard to believe. The class is useful for future classes.
- Math class easy to understand.
- Math is challenging for me as it is but having started with the basics as a refresher for me to prepare for the 10 series was very helpful
- Meh
- Simple course and basic math.
- The book really helps with learning the material. I definitely have a greater knowledge of algebra and trig than before I took the course.
- The course in itself was good for preparation into calculus.
- The course is challenging but doable it goes over concepts that are once learned before. It also adds a new perspective on how to solve particular math problems.
- The course is very fast pace. A lot of useless math. Nothing you will use in calculus so you just have to pass it.
- The course isn't difficult as long as you attend class and discussion since they present different ways of arriving at the same answer
- The course material is not stimulating, difficult to apply to real life, and hard to memorize. This level of math is not relevant to real life applications I would use in the future. It is difficult to stay focused and engaged in the material when I cant apply it to anything in my own life.
- This course is very helpful when it comes to helping one to understand basic pre calculus.
- This course was challenging but not impossible. It was very interesting.

- Tough subject.
- Way too easy should've never been placed in it, but can't complain about that quick GPA boost.

27. Exams/Quizzes/Papers:

- Challenging tests. I liked how they were formatted.
- Difficult
- Difficult, but not impossible.
- Easy if you do go over your work.
- Exams and quizzes are all base on the material learned in the course. Not a single problem will look unfamiliar if you do the homework and attend lecture.
- Exams are 100% fair, no complaints.
- Exams are pretty simple, especially if you study the previous midterms.
- Exams are tough.
- Exams were difficult but do-able. They were very fair.
- Fairly written
- first exam was so hard. it showed as most of the class did poorly. he realized this and made the next exam more doable.
- Good
- I would recommend that calculators be allowed on the exams. If the goal of this course is to prepare for possible real life situations, it would be logical to allow notes, books, and calculators, because in a real life situation you would have access to this material. In fact you would likely have access to all of this material in the palm of your hand at any given situation because almost everyone has a cell phone with at least a calculator function. Also I think it is better learn how to use these tools (i.e. calculators) to our advantage and incorporate them into our learning.
- Its helpful to study and review the practice exams online.
- Midterms are harder than expected, but studying the book, doing the homework and attending discussions and office hours helps prepare for the exams.
- Midterms are okay. Theyre about 7 questions and combine many of the concepts learned in class so that can be kind of tricky.
- Not bad. He was fair with these.
- Quizzes are 10x harder than the study guides so know how to do the math and be able to apply what you know.
- The difficulty of the exams vary but the TA's grade generously. Most of the material on the exam are things we learned in class but sometimes there are problems we hardly looked at. The problems on the exams tend to test multiple concepts at once which probably explains why there are only ever 10 questions per exam.

- The exams are hard. He puts questions on the exam that are hardly at all similar to the ones we practice.
- The exams are not too hard it does go over the sections that we learned in class. There is allowed a notes sheet this is useful in exams. The exam does not allow you to use calculator so you won't get problems that require it.
- The exams are too difficult since they center around what was discussed by the instructor
- The exams were a great representation of the material we were taught in the class.
- The exams were relatively difficult at times because some of it was not covered in class.
- The quizzes are not very difficult, especially since we get to use a cheat sheet that is a full page (front and back).
- These are mostly fair based on the material covered in class
- they were much more difficult than the course material.
- Though we got study guides to prepare, I didn't always feel that the material from the study guide carried over to the material that was on the actual tests. I was surprised by the material on both of the midterms.
- Two midterms and One cumulative final. The first midterm really pissed me off. The average score was 57% so obviously the whole class failed. It just wasn't fair, it was way too difficult, I don't understand how someone can give a class 7 difficult problems to start and finish in just 50 minutes! It's ridiculous! One of the TA's, I think his name is Mike. He grades very difficult, even though the professor says he gives out partial credit, I REALLY doubt it...
- Two midterms just study and review the material.

28. Reading [title(s) and comments]:

- Algebra & Trigonometry
This class is overall a awesome class one of best classes this fall.
- Good
- Homework was not too long. I like the textbook we used.
- I did not like this textbook. I have used better textbooks for a Pre-Calculus course in which the material was presented in a more logical progression and thus easier to follow. I would recommend using a different textbook in future classes.
- Just homework.
- No required readings. HW's are essential to understanding everything.
- Reading the sections is recommended.
- Simple work.
- The Algebra and Trigonometry book was used often and sometimes more helpful than the lectures when explaining certain topics.
- The book is useless. It doesn't explain well and it jumps to the conclusions, just like the professor.

- The book is very useful with examples and detailed solutions.
- The book we had to get for homework, "Algebra and Trigonometry" by Sheldon Axler, was good for practice but did a poor job at explaining concepts. It would do a good job at explaining the logic behind the topics but it hardly gave examples of said topics. It was definitely helpful to be able to look back and see the answers for the odd numbered questions and to see how it was done yet it could have done a better job at explaining why certain steps were taken to get to an answer.
- The math book is great. It give great explanations about everything. You could probably just read the book and ace the class without actually going to lecture.
- The reading in the book is very helpful in case you don't understand the example the professor give you. Most of his lecture are based on the reading of the book, their for if you do the reading you could understand the section material.
- The readings are understandable but sometimes parts were not useful for the homework of exams.
- The textbook really helped in understanding the material given in class and for homework.
- The textbook we used was helpful when it came to doing homework but at the same time, it was very limited and skipped too many steps for me to understand what was happening
- There isn't any assigned reading but if you still don't understand the concepts, the textbook offers further explanation

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